PH.D. SYNOPSIS

On

ROLE AND EFFECT OF MENTORING ON MICRO, SMALL AND MEDIUM ENTREPRISES (MSMEs) IN HARYANA

For Registration
In
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SUPERVISED B

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1. INTRODUCTION

Growth of MSMEs sector reflects the GDP of a country as the sector considered to be the significant contributor of an economy. MSMEs sector contributes to the GDP that provide employment, prevent poverty level and help in promotion of entrepreneurship. Sector contributes about 45% of manufacturing output and about 40% of export. India has 6.33 crore MSMEs registered and unregistered together out of which 6.30 crores -99.4% are micro enterprise while 0.52%-3.31 lakh are small enterprises and 0.007%-5000 are medium enterprise. In India, MSMEs contribution in GDP around 6.11% of manufacturing by producing more than 6000 products ,and also provide an employment around 1060 lakh and 40% of India's workforce ,and 24.63% contribution of service sector. Maintain an average growth rate of over 10 %. According to government of India in FY2020, the number of registered MSMEs has increased by 18.49% to 25.13 lakh unit from 21.21 lakh as compared to FY 19 .The number of MSMEs in Haryana is more than 1,00000 and contribution to GSDP -22% and employment generation is 15 lakh. MSMEs produce a good range of products and services to satisfy the necessity of worldwide and native market. Small and medium enterprises are an efficient means for the event of MSMEs.

Definition as according to the provision of MSMED acts 2006.

"An Enterprise which is engaged in manufacturing: - An enterprise where investment in plant and machinery does not exceed Rs. 25 lakhs shall be considered as Micro enterprise. An enterprise where investment in plant and machinery exceeds Rs. 25 lakh but does not exceed Rs. 5 crore, shall be considered as Small enterprises. A medium enterprise is an enterprise where the investment in plant and machinery exceeds Rs.5 crore but does not exceed Rs.10 crore."

"An Enterprise which is engaged in service:-An enterprise where investment in equipment does not exceed Rs.10 lakh, shall be considered as Micro enterprise. A small enterprise is an enterprise where investment in equipment exceeds Rs. 10 lakhs but doesn't exceed Rs. 2 crore:-

A medium enterprise is an enterprise investment where in equipment exceeds Rs. 2 crores but does not more than Rs. 5 crores".

Entrepreneur means a person who starts business and takes responsibility. Entrepreneur innovate for own success and economics independence. The process of setting up a business is known as entrepreneurship. Entrepreneurship is high risk but also can be high reward, as it serves to generate economics wealth, growths and innovation. MSMEs provide innovation by providing an opportunity to budding entrepreneur to help them build creative product .Entrepreneur need mentor from conception of business to product development and business growth. Entrepreneurs may need different mentoring support and skills depending upon the type of entrepreneur personality trait and decision making style.

A mentor is a knowledgeable person who can assist a mentee in furthering their career. The mentor's career-related functions identify him or her as a coach who gives advice to help the mentee improve their professional performance and growth. For the mentee, the psychological purpose identifies the mentor as a role model and support system.

Mentorship is described as assisting and encouraging people to handle their own learning in order to reach their full potential, improve their skills, and become the person they want to be. It is an effective way to assist people in becoming more self-assured and successful in their careers. Related events have occurred in people at different stages of life. Career, family, and decision-making are all important factors to consider. Mentoring benefits both the tutor and the mentee, increasing the mentor's work satisfaction and commitment. In the case of the mentee, he feels important and has a high degree of job satisfaction.

FUNCTIONS OF MENTOR

Reflector: The mentee's identity and business idea are discussed with the mentor. Like a mirror, the mentor reflects the image that the mentee poses to others. This feature gives the mentee a personal progress report that outlines areas where they can improve and areas that they need to improve.

Reassurance: During tough times, the instructor reassures the mentee. He acts as a pressure valve, allowing the mentee to release pent-up stress and put problems into context.

Confidant: With time, the mentee may confide in the mentor just as he would in afriend. The mentoring relationship may also transform into friendship.

Integration: Encouragement and inspiration are given by the mentor to the mentee. By assisting the mentee in developing self-confidence, the mentor inspires him to persevere. The mentee's incorporation into the business environment is facilitated by the mentor introducing him to business contacts who might be useful in the future.

Informationsupport: the mentee collects knowledge from the instructor. He shares a variety of personal knowledge, such as business management, laws to be aware of, and valuable industry information.

Confrontation:to assist the mentee in furthering his reflection, the tutor confronts the mentee's thoughts. This shows up in a problem-solving situation when the mentee's values, behaviours, or habits hinder him from achieving his objectives, making him a part of the problem rather than the solution..

Guide: When problem-solving, the mentor assists the mentee in improving problem comprehension, broadening problem vision, and contextualizing the problem. The mentor often makes suggestions and offers guidance toward a solution when appropriate.

Model: The mentor as an individual is the subject of the role model feature. During meetings, the mentor shares stories from his life, and the mentee takes what happens to him and learns the lessons that are applicable to his case. The mentor may be a source of inspiration or, at the very least, a point of reference.

2. LITERATURE REVIEW

Gikabu (2020) analyzed the effect of accelerator program on MSMEs. The data was collected using a questionnaire and analyzed and displayed in a table, bar chart, and graphs using descriptive and inferential statistics. The study concluded that mentorship programs affect business development and assist entrepreneurs in improving their morale , gaining expertise , managing their records and book of accounts , marketing skill to sell their products , managing their human resource and assist them in developing fresh concepts and creative solutions, as well as learning and implementing new business methods.

Guerrero *et al.* (2020) inspected the body of knowledge about incubator performance in Mexico by using a double-managerial approach (incubator and start-ups) to calculate efficiency. Descriptive research was used and the study concluded thatone of the three years analyzed positive, with 13 new companies launched the most productive boundary. The size and constraints of capital, as well as academic and business talent, are all factors that influence the efficiency of incubators.

Rosyadi *et al.* (2020) recognized SMEs in the creative economy and establish a mentoring strategy that met their needs by involving multiple stakeholders. Data was gathered through in-depth interviews and focused group discussions. An integrated mentoring model was developed, and the results show that it included significant aspects such as (i) marketing growth, (ii) business permit and legal business entity, (iii) social media and information technology and

financial management and stakeholders' coordinated roles and capacities can enable current expertise, information, and entrepreneurial spirit to flow into SMEs.

Cohen *et al.* (2019) analyzed the role of accelerator Designs in mitigating bounded rationality in new ventures. Exploratory research was used and the study concluded that accelerators made key design decisions that affected their approach to dealing with entrepreneurs' bounded rationality. whether to spread out or focus consultations (consultation intensity).

Hermawati and puji *et al.* (2019) investigated the impact of leadership on the success of MSMEs. Data was collected from MSME employees in Malang Raya and MSME developing in East Java regions, including Sidoarjo, Pasuruan District, Pasuruan City, Kediri District, Jombang, Surabaya City, Blitar City, and Blitar District, was included in the study. The study found that with the exception of Malang Regency, it had a major impact on employee efficiency in all four regions. In two areas, Malang City and Malang Regency, the quality of work life had a big influence on job participation. Based on the results of the sampling field, 846 employees from MSMEs were identified, and it was concluded that leadership had a major impact on quality of work life and job participation.

Kumar and Patrick (2019) examined India's current entrepreneurship education system. The study concluded that centre of excellence was needed, and their impact in creating a positive environment was the key to encouraging a culture of innovation and entrepreneurship, with the government serving as social entrepreneurs and entrepreneurial students will be developed as a result of the mentorship, which will inspire and draw more students to pursue entrepreneurship programme.

Kunaka and Moos (2019) determined what was gained from mentoring relationship to inspire other small business owners and entrepreneurs and other to attempt to form mentoring relationship, The study concluded that there was connection between various mentoring outcomes (outcomes of skill transfer, technology transfer, and entrepreneurship) using descriptive analysis.And also discovered that as the mentoring relationship progresses through the stages of initiation, cultivation, separation, and redefinition.

Belhadi *et al*. (2018) studied the censorious performance factors, Multi-criteria decision-making processes were employed, with the study's findings indicating that strategy, leadership, and management are the most important considerations.

Mizdamadi and Ramesha (2018) found out how domestic banks provided credit to MSMEs before and after the MSMEs Development Act of 2006. Credit improved during the post-MSMED act era, according to historical data from RBI websites, as evidenced by the fact that credit extended to MSEs grew faster in quantitative terms than credit extended to other businesses.

Mohana (2017) studied mentoring roles and their effect on career growth. The researcher used a descriptive research design, which explained the relationship between the independent and dependent variables. Mentoring functions were the independent variable in this analysis, while career growth is the dependent variable. The study concluded that the overall mentoring functions had a significant impact on career growth, with the career functions alone having a significant impact on career development and the psychosocial functions having no significant impact on career development.

Peiser *etal.* (2017) identified mentor's role in professional knowledge growth in nursing, paramedicine, social work, and teaching. The study concluded that the contribution of mentors to professional knowledge growth across various professions appears to be highly affected by policy guidance, their training and selection and respective traditions in professional learning.

Oplatka and lapidot (2017) investigated new Israeli principals' impressions of the effect of their mentoring process on their leadership experiences during their first three years on the job. To collect and interpret empirical evidence, qualitative analysis methodology was used. The results focused on 12 interviews with newly named school principals in the Israeli State Education System.

Ahmad and Ansari (2016) examined EXIM Bank's financial assistance to SMEs. Secondary data was gathered from RBI, GOI, SIDBI, and other sources, the study concluded that EXIM bank promotes two-way technology exchange and investment for MSMEs and offers a diverse range of lending facilities and support programmes.

Jyoti and Bhau (2016) studied about the role of transformational leadership in the higher education field. The data was gathered using the census method, and it was concluded that transformational leadership enhances the productivity of subordinates by fostering better understanding among followers and leadership. Transformational leaders have been found to make subordinates function more effectively by improving understanding between followers and leaders. Furthermore, it creates consistent role relationships between the leader and followers, resulting in a healthy working partnership for both.

Deepali (2016) aim of this study was to learn more about mentor expectations and to investigate the feasibility of a reward-based mentoring system that benefits both the mentee and the mentor. Financial rewards approach in mentoring will contribute to the survival of new start-up entrepreneurs and financial benefits to mentor, according to exploratory research.

Shah *et al*. (2016) explored the effects of mentoring on small and medium-sized companies. Mentoring has a positive effect on business success, according to the findings of exploratory research. It also provides a significant decision-making recommendation for SMEs, namely that allowing an effective mentoring programme will enhance business results and value of employees.

S.Bangle (2016) examined the state of MSMEs in India as well as government efforts in this field. The findings suggested that credit and finance, competitive technology, skill growth, marketing, export promotion, and infrastructure development all had an effect on MSMEs, and that all of these services were provided by the Indian government.

Sequeira and Mendonca's (2016) studied the government's policies and programmes for women entrepreneurs. The study employed both descriptive and inferential statistics to conclude that there was a statistically significant connection between government programme knowledge and participation and bank finance access Development programme. The survey found that only one third of the women had participated in the Entrepreneurship Development Programmes of the government, specialized training programmes, and domestic trade fairs. There is was little awareness (less than 20 percent) of the other programmes.

Lafuente and Vaillant (2016) investigated entrepreneurial roles affect people differently models of entrepreneurial practices in Romania at various stages of an individual's life cycle. that the impact of entrepreneurial role models on entrepreneurial activity varies by age. The findings suggest that the positive impact of role models on entrepreneurship was diluted in older people. Younger people, on the other hand, who had been mostly exposed to a market-based economy, have a higher social valuation of entrepreneurial examples, which increases the likelihood of them succeeding.

Mathieu and St-Jean (2015) found mentoring affects inexperienced entrepreneurs' job satisfaction and retention. Mentors will be able to assist novices in improving their opportunity identification process by recommending the exploitation of a more lucrative opportunity, according to the results of the study, which were conducted online using a reputable web-based survey provider.

Memon *et al.* (2015)proposed a conceptual model and highlighted the factors and skills required for a mentor. Mentors in understanding that each entrepreneur was different and needs different mentoring support and skill. The study found thatfactors had a positive effect to improve mentor–protégé relationship. Mentors in creating a long-lasting relationship with their protégé by providing them the support they need. In their study mentors determining what form of ability entrepreneurs need at each point of the mentoring relationship. The study concluded that they

need a psychological mentor in order to build a long-term relationship with their portage by providing them with the support they need.

Moulson (2015) aimed multi-case study was to see how millennial generation small business owners who took part in the Futurpreneur mentoring programme used mentors to boost their businesses' results. Exploratory research was used. The results of the study may had an effect on social change by assisting small business owners in better managing their businesses through the use of new mentorship strategies. This will lead to a higher success rate for new businesses.

Chandrasekar (2014) aimed to gain a thorough understanding of the mentoring concept used by Indian bluechip. IT companies in Chennai, as well as to identify the factors that drive mentoring needs. The study concluded that face-to-face mentoring should be promoted further because it provided the mentor and mentee with a more intimate forum for effective mentoring. The mean ranking score for mentoring sessions also shows that the mentor inspires workers to volunteer for different organisational events, which motivated them to come forward and participate.

Mckevitt and Marshall (2014) sight see mentoring differed depending on the need for a mentor. Interviews, observation, and secondary sources of data, such as business plans, are used in a comparative case study design and concluded that Career support is more important in stage 1, second stage needs vary depending on need, third stage business growth, and fourth stage highlighted gaps between individual talent and organizational processes.

NYAKIO (2013) aimed to see how mentorship success programmes affected the performance of micro, small, and medium businesses. The study concluded that there was a clear link between mentorship and business success based on descriptive analysis. This was in terms of an increase in the number of people who participated in the event, best management skill, increase customers and improved product delivery.

Birrell and Waters (2012) determined the role of mentoring and peer support in contributing to perceived progress towards small business success. Exploratory analysis was used and concluded that psychosocial support provided by SBI managers and career-related support provided by SBI peers were found to be positively related by tenants in the SBIs. Subjective evaluations of a company's perceived progress toward performance and highlighted the value of mentoring support for small business owners during the early stages of their operations.

Lesakova's (2012) described the role of business incubators in assisting SMEs in starting up, and came to the conclusion that the key services offered by business incubators were the lease of office space, production and storage space at lower prices than the market, and administrative support for the companies. It can be summarized that business incubation helps a country meet a range of economic and socio-economic policy needs, such as business growth and retention, technology commercialization, job creation and wealth creation, and promoting an entrepreneurial environment.

Srivastava (2012) determined the effectiveness of mentoring in business schools. The study concludes that mentoring programmed were especially important and suitable as sources of support for B-school students, based on exploratory studies. The ability to collaborate directly with a well-respected faculty member and industry specialist on both academic and professional topics.

Thukral's (2012) studied the framework for informal mentoring, which allowed a learner to benefit from knowledge on a subject of interest. The study concluded that for the purpose of informal e-mentoring, the scheme includes a Virtual Mentor who assists a knowledge seeker by ensuring that mentors were available at all times and, conversely, a human mentor.

Rigg and O'Dwyer (2012) inspected the role of mentoring in identity construction. Exploratory research are used and study concluded that the mentor network in the education programme was envisioned as a community of practice that offers induction for aspiring entrepreneurs in order to stimulate their learning of how to be, their acquisition of status and identity, rather than just their practical skill growth.

Jean (2011) investigated and validated the role of mentors for new entrepreneurs. The study concluded that entrepreneur mentors perform nine separate functions based on exploratory testing. Intelligence help, conflict, and guide are career-related functions and a position mode, while reflector, reassurance, inspiration, and trust are psychological functions and integration.

Sarri (2011) aimed to see how successful a mentor training programme for experienced entrepreneurs was at supporting and advising new and early-stage female entrepreneurs. Descriptive research were used and study conclude that mentors reacted favorably to the training; they gained knowledge and skills, and they were able to apply their newfound knowledge and skills to their mentoring relationships as well as their personal and professional lives.

Terjesen and Sullivan (2011)inspected the under-researched topic of mentoring relationships inside and outside of organizations as people make the transition from corporate employee to entrepreneur. Exploratory research were used and the study concluded that– Developmental relationships with structural, emotional, and cognitive embeddedness were the most likely to move from a person's previous job to their new venture. There was evidence to support both the recent literature on multiple mentors and gender gaps in the dynamics of these mentoring relationships.

Ayer (2010) aimed to know out how entrepreneurs felt about mentorship and if they thought it was a good way to help them develop their business. Exploratory research was used and the study concluded that mentorship was considered to be beneficial to founders, mentors, and the entrepreneurial venture, according to the results of the mentor and entrepreneurial interviews. The mentors' entrepreneurial experience was highly respected, and informal partnerships proved to be highly beneficial. Overall, women entrepreneurs were more receptive to mentoring than their male counterparts.

Joshi (2009) determined organizational mentoring on employee motivation. The study used a structured motivation questionnaire called the "Motivational Analysis of Organizations - Behaviour" (MAO-B). . The total number of workers in the study was 553, with 247 non-mentored employees and 306 mentored employees. The study concluded that need for achievement, need for influence, need for dependency, need for extension, and need for association are all positively linked to mentoring.

Petridou's (2009) presented an e-mentoring intervention to rural women entrepreneurs in Greece in order to advance the case for the transformative potential of e-mentoring support for women entrepreneurs. Mentors' goals in relation to their personal satisfaction with their mentees' success, the development of new knowledge and the study focused on empirical analysis.

Zerzan *et al.* (2009) examined the initiation and cultivation of a mentoring relationship from the perspective of a mentee at any point, and they proposed practical techniques for mentee success. The concluded that mentoring was an ongoing relationship that takes time and effort to establish and involved both achievements and challenges.

George (2008) focused mentoring activities in B schools. The researcher used a conclusive method that incorporated descriptive and explanatory study design features and conclude that Formalization of mentoring in a B-school was found to contributed to higher levels of mentoring efficiency. Career counseling, building confidence, offering challenge, and teaching the job were all constructive things.

Cull (2006) focused on factors result in a good relationship between mentor and mentee. This research was used a case study approach to examined what lead to success in two classes of mentors, young entrepreneurs, and programme managers from two different countries and concluded that mentors used an approach toward entrepreneurs that reduces reliance and increases self-confidence, as well as indicate a style that was less directive and more motivating as the client's company grows.

Paglis (2006) determined the effect of doctoral advisor mentoring on student outcomes. The study concluded that mentoring had positive effects on subsequent efficiency and self-efficacy, based on descriptive analysis. Mentoring was not found to be correlated with a desire to pursue a career in science.

Fowler and Gorman's (2005) created an instrument for evaluating mentoring in contemporary organizational life. The results of an exploratory study and a survey concluded that different functions of mentoring were viewed differently by both mentor and mentee. A two-phase statistical analysis revealed eight distinct roles of mentoring, with one sample receiving principal components analysis and the other receiving confirmatory factor analysis. Mentors and mentees have common views on the mentoring roles that take place in their relationships. The findings reflected a systematic effort to identify and explain mentoring in today's world.

Scozzi (2005) investigated business modeling techniques (BMTs) which used to support and improve innovation processes within small and medium-sized enterprises (SMEs). Empirical research were used and the study concluded the recognition of the challenges that SMEs face in their innovation processes, as well as the potential help that BMTs can provide. Though methods and models by themselves do not guarantee success in the innovation development process (IDP), they may aid in the development of strategies, logic, ideas, and communication.

De Faoite *et al.* (2004) inspected entrepreneur's attitude to training and support initiative. Data was collected from nine page electronic questionnaire and study concluded that that funding, access, and the availability of training and skill development opportunities all played a role in

assisting entrepreneurs. Clearly, there were a variety of resources available to support entrepreneurs.

Perren (2003) inspected role of e-mentoring in entrepreneurial education and support. Exploratory research are used and the study concluded that it has been possible to provide some helpful examples of practice and tentative advice if such schemes are introduced, based on a variety of related e-mentoring research. When introducing such programmes, keep the following in mind: an entrepreneur-centered learning approach; the need for e-mentor induction; and the consideration of peer-mentoring. Combining e-mentoring with other methods.

Bisk (2002) assessed the satisfaction of mentees and their perceptions of their mentor's effectiveness. According to the findings, the age and education of entrepreneurs had an effect on whether or not they benefited from participation. The initial findings also indicated that for the entrepreneur to profit from contact, the mentor did not need to have experience in the industry of their meente.

Ergat (2001) determined transformational mentoring strategy on improving school effectiveness. The use of exploratory testing was employed. Students' morale increased in a positive way, according to the results. It showed up in students' daily attendance and involvement in various school events.

Gaskill (2001) investigated the role of mentor in small business. Eight focus groups of small business owners/managers in six midwestern counties were used to collect data and study concluded that mentors are required and important mechanism for knowledge, help, and guidance, based on descriptive research. There were also gender gaps in the usage and perceived importance of the developmental relationship.

Holahan (2000) assessed the mentor teacher model for collaborating with schools and school systems to disseminate computer-based technical approaches to staff growth. According to the findings, the initiative impacted a total of 251 classrooms. Greater usage of student centres was found in classrooms where teachers were frequent users of computer technology for mathematics instruction.

Sullivan (2000) explained entrepreneur growth, mentoring, and matching mentors to client entrepreneurs. The study concludes that mentors offer added value approaches that are likely to provide long-term benefits to the client based on exploratory studies. Mentoring programmes may provide entrepreneurs with effective support when they need it most as they progress through the creation life cycle, and they may be more cost effective.

Deakins *et al.* (1997) examined mentoring support for new entrepreneurs. A mixture of qualitative and quantitative methods are used, the research with new venture client has been supplemented by interview with trainers of mentor and came to the conclusion that supporting start-up entrepreneurs can be advantageous for local economies looking to diversify their economic base and increase the number of success of small businesses.

3. RESEARCH GAP

On the basis of available literature, it is observed that most of the previous studies focused on factors affecting the performance of MSMEs such as financial, human resource, technological and operational etc. Therefore, few international studies highlight the role of mentor and its effect on the performance on MSMEs. In India, effect and role of mentor on the performance of MSMEs remains unexplored. The present study proposes to fill the gap in the existing literature.

4. SIGNIFICANCE OF THE STUDY

There is a vast scope of research and analysis in MSMEs, which is growing rapidly. As MSMEs not only contributes in generating employment but also encourage skilled workers to starts as entrepreneur. There is a huge support and hand holding as mentor to starts ups in connecting them with potential clients and funding. In order to develop more professional knowledge for entrepreneurs there is a need of mentor. Using mentoring support can make a positive difference to new MSMEs survival and growth. The educating role of mentor helps the new enterprises to develop their own network and better access to external sources of finance for new start-ups.

5. OBJECTIVES OF THE STUDY

1. To determine the role of mentor on Micro, Small and Medium enterprises (MSMEs) in Haryana.

2. To determine the relationship between the mentor and mentee at different stages of business life cycle.

3. To evaluate the role of e-mentoring in developing entrepreneurial aptitude.

4. To understand the impact of formal and informal mentoring on entrepreneurs.

5. To highlight the demographic factors that influences the performance of mentor and mentee.

6. To know the impact of mentor on the retention rate of entrepreneurs.

6. RESEARCH METHODOLOGY

The following methodology will be used to achieve the above mention objectives.

- **Research Design -** The present study will follow exploratory cum descriptive design.
- **Sampling Plan** – It includes sampling unit, sample size, nature of data, research instruments and statistical tools to be used to carry out the research.
- **Sample size** – A sample size would be around 600 MSMEs units.
- **Sampling area** – Sample data will be collected from MSMEs in HARYANA
- **Type of Data** – The nature of data collected from primary study.
- **Research Instrument** – The data for the study will be collected with the help of designed questionnaire.
- **Statistical Tools** – Descriptive statistical tools such as 5 point Likert scale, mean, standard deviation would be used. Correlation would be used to demonstrate the direction

and degree of relationship between the variables. Other advance tools like EFA, CFA, independent T-Test, ANOVA would also be used.

7. CHAPTER SCHEME

7.1 Chapter-introduction

This chapter will include an introductory explanation of MSMEs, role and effect of mentoring on MSMEs, mentoring outcome, e-mentoring, formal and informal mentoring, professional and non-professional mentoring, and demographic factors of mentors.

7.2 Chapter-review of literature

This chapter will provides a detailed review of literature on role and effect of mentoring on MSMEs, mentoring outcome, e-mentoring, formal and informal mentoring, professional and non-professional mentoring, and demographic factors on the basis of which hypothesis will be set.

7.3 Chapter-research methodology

This chapter will discuss the research design, sample size, sampling method , questionnaire preparation and administration , statistical and econometric tools to be analyzing the collected data.

7.4 Chapter- Analysis and interpretation of data

This chapter will cover the Analysis and interpretation of results.

7.5 Chapter- Conclusion and recommendations

This chapter will conclude the study and it will also provide recommendations for future research.

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